Proposed Synopsis for Ph. D. Pre-registration Seminar

Organizational Climate Attitude towards Teaching Profession and Job Satisfactionbetween Permanent and Need Based College Teachers of Ranchi Districts

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1.0 Introduction

1.1 State of the Art

The teaching profession in India holds a unique and significant place in society.Traditionally, teachers have been revered as "Gurus" or mentors, embodying knowledge and wisdom. Education is seen as a cornerstone of national development, and teachers are considered the architects of the nation's future. But, the teaching profession in India faces numerous challenges, including job satisfaction, organizational climate and their attitude towards teaching looking all such challenges. Job satisfaction for college teachers is influenced by a complex interplay of factors like:adequate and competitive salaries, along with timely payment of allowances, play a crucial role in teacher satisfaction; depute in pension which can affect secure retirement plans which affects financial stability and peace of mind. Improper access to quality healthcare, insurance coverage, and other benefits affect overall well-being; inadequate opportunities for research, publication, and academic growth affect job satisfaction. Similarly, the organizational climate within colleges significantly influences teachers' attitudes towards their profession. When college leaders are supportive, approachable, and value teacher input, it fosters a positive organizational climate. This can enhance teachers' morale, motivation, and overall attitude towards teaching.Conversely, and lack of support from administrators can lead to frustration, de-motivation, and a negative attitude among teachers. Moreover, lack of resources, outdated infrastructure, and inadequate facilities can lead to frustration, de-motivation, and a negative attitude among teachers.Therefore, a positive organizational climate, colleges can significantly enhance teachers' attitudes towards their profession, leading to improved teaching quality, student learning outcomes, and overall institutional effectiveness.

1.2 Conceptual frame work

The wealth of the nation depends upon the quality of higher education. India has one of largest higher education system in the world. So the faculty of these professional educational institutions must have the potential and power to transform the future generation of the

country.since 1990‘s. In this period the government had introduced neo-liberal economic policies which had resulted in drastic reforms in higher education in India. In this period in Five Year Plans also there was decrease in the total plan expenditure in higher education and there were steep cuts in budget allocations on higher educations. The faculty recruitment in the universities and colleges has been stopped since that period. Consequently, as the faculty recruitment stopped the result was the staff shortage in universities and colleges. In order to curb that universities and colleges started recruiting faculty on ad hoc or contract basis. Even now today, in education sector the government prefers to hire the teachers on ad hoc or contract basis. They are being less paid and they have the sword of being terminated from the job. This job insecurity has resulted in social and economic imbalance. As on date, it is found that almost 50% of the teaching faculty is on ad hoc, contract, temporary or guest faculty.When we talk about the employment in professional educational institutions we find that there are so many vacant posts. These posts are not filled for many years. Against these vacant posts, the institutions hire the employees on ad-hoc or fixed term contract basis. These employees are hired for the fixed term or a specified purpose.They are denied of the benefits as are given to the other regular employees. Their rights are being violated as they are not being provided any allowances, medical benefits, maternity benefits or other similar benefits.The contractual employees do not have right to hold the post or to continue in the employment for indefinite period as compared to a regular employee. They do not have any right to claim regularization of their services. But they can be considered for the post along with other eligible candidates. The services of contractual employees get terminated after the expiry of the period specified in their contract. They do not have any right to claim continuance in service after the expiry of the period specified in their agreement. However if the person for any reason is continued for a reasonably long time then the authorities must consider his case for regularization provided he is eligible for and qualified for that particular post according to rules

The contractual employees face more occupational stress than the other employees on the same job. They are insecure of their job because they are not sure that they will get the same job in the next semester or session. They feel inferior to the other employees.

Teachers are the building blocks of all the educational foundation. The fate of a country and the nature of any educational establishment basically rely upon the teachers. Along these

lines, it is important to improve the quality and adequacy of the teachers. Mental health and job satisfaction are the two pre-requisites of the teachers. Both of these are significant for the teachers to carry out their obligations and duties appropriately.

1.3 Differences betweenPermanent Teachers and Need Based Teachers

Permanent college teachers in India typically have permanent positions with the college or university, while need based teachers are hired on a temporary basis for a specific period. This difference in employment status leads to several key distinctions between the two groups:

Job Security:

- Permanent**:** Enjoy greater job security with permanent positions, making their employment less vulnerable to sudden terminations.
- **Need Based:** Face uncertainty as their contracts have limited duration, often leading to anxiety and insecurity about future employment.

Salary and Benefits:

- Permanent**:**Generally, receive higher salaries and a wider range of benefits, including pension plans, health insurance, and other perks.
- **Need Based:** Often receive lower salaries and have limited or no access to benefits, leaving them with less financial security.

Career Progression:

- **Permanent:** Have clear pathways for career advancement, including opportunities for promotions, research grants, and leadership roles.
- **Need Based:** Face limited opportunities for career growth, as their temporary status restricts their access to promotions and long-term development.

Teaching Load and Responsibilities:

- **Permanent:** Typically have a defined teaching load and may also be involved in research, administrative duties, and other academic activities.
- **Need Based:** May have a heavier teaching load and fewer opportunities for research or other academic pursuits, as their primary focus is on fulfilling the terms of their contract.

Social Status and Recognition:

- **Permanent:** Often enjoy greater social status and recognition within the academic community due to their permanent positions and contributions to the institution.
- **Need Based:** May face challenges in gaining recognition and respect within the academic community due to their temporary status and limited opportunities for professional development.

1.4 Job Satisfaction

The destiny of the nation is being shaped in her classrooms. Job Satisfaction is the result of the individuals perception of what is expected and what is received from different phases of the work situation. Job satisfaction of teachers depends on the quality of personnel who are not only qualified and trained but are also satisfied, motivated and dedicated to the job assigned, because, it is an acknowledged fact that the performance of a satisfied person is superior to that a person with frustrated person. Job satisfaction is a measurement of how happy teachers are with their job and working environment. These dimensions of work environment refer to such things as pay, benefits, promotional opportunities, work conditions, supervision, the work itself, coworkers and the organizational structure. A job has to satisfy the teachers both in terms of economic compensation and in terms of emotional factor as well and other factors also should be given equal amount of attention and importance.Subjective factors such as the psychological atmosphere the nature of relationship which is maintained with the fellow teachers and other employees, societal perception of the job and job security, play a vital role in determining the satisfaction and emotional fulfillment derived by the teachers and undoubtedly objective factors should also be taken into consideration. A good working environment such as proper furniture, allotment of space for teachers with adequate privacy, pleasant lighting, air conditioning, all contribute a great deal. When these subjective factors and objective factors are given due consideration, the universities could expect maximum output and creativity from the teachers. After all teachers are not machine, they are human beings with heart and soul. Hence if they are treated accordingly, the society would be greatly benefited.Teachers attain true professional status only if the conditions are improved. The rewards that a true teacher values are not the material things he can possess or the physical pleasure he can enjoy out of his earnings, but the deep satisfaction he gets in watching his students grow Now-a-days teachers are not able to make use of their full potentialities partly because of their own indifferent and negative

attitudes and partly because of the restrictions imposed by the administration on their freedom of thinking and free expression. As a result, many teachers seem to be dissatisfied with their job. However, in the context of national development, it is very essential that teachers should get full satisfaction in their job. This is because they are model of our future citizens, and their success in fulfilling the task entrusted to them depends to a very large extent upon the level of satisfaction they get from their job. So it becomes the duty of the nation builders to see that more satisfying conditions are present in the working environment of teachers. In this context it becomes necessary to understand the factors that contribute to job satisfaction of teachers.

1.5Organizational Climate

The concept of organizational climateis an actual comprehensive one including the physical, psychological and social aspects that mark up the working condition. Organizational climateperforms to have both positive and negative effects on the psychological and welfare of teachers. The organizational climatecan be described as the environment in which teachers are working. Such as, it is a very wide category that incorporates the physical scenery (e.g. noise, equipment, heat), fundamentals of the job itself (e.g. workload, task, complexity) extensive features (e.g. culture, history) and even extra class room background (e.g. books, library, equipments, mutual relation). However, all the aspects of organizational climateare correspondingly significant or indeed appropriate when job satisfaction is considered, and it also affects the welfare of teachers.The organizational climateor environment is the feeling, personality and individuality of the institution arising from the social and psychological interaction between teachers and the principal and within a specific educational institution's groups of teachers and students. Teachers who perceive their climate as independent have shown better teaching effectiveness than those who perceive their environment as closed". Organizational climate as the perceptions of the employee related to his/her working environment. The organizational atmosphere is a relatively persistent quality encountered by workers, shaped by their behavior and based on their mutual expectations.

1.5.1Dimensions of Organizational Climate

The dimensions of the occupational climate are as follows:

1. **Challenge:** A high climate of challenge is seen when teachers feel enjoyable and meaningful in their work and therefore consume a lot of energy. The small difficulty includes feelings of isolation and indifference, apathy and lack of enthusiasm for the job.
2. **Equality**: Teachers make contacts, send and receive information in an atmosphere with much such independence, address problems and ideas and plan and take different kinds of action and decision-making. People who are passive, regulated and willing to stay within those limits are the other way round.
3. **Idea Support**: Opportunities for doing research for new ideas are created. The climate is positive and hopeful. If support for proposals is weak, the thoughtful "no" prevails. A counter-argument refutes any suggestion immediately. The usual way of responding to proposals is to find flaws and lift obstacles.
4. **Dynamism**: "There is a kind of psychological turbulence defined by individuals in such organizations as full speed, go, breakneck, maelstrom and the like". The reverse could be compared to a slow jog-trot without 13 surprises. There are no new projects and no separate plans under way. All is going the usual way
5. **Conflicts**: When the levels of stress are high, groups and teachers dislike one another, and fighting determines the setting, plots and pitfalls are normal elements in the life of the organization. Teachers behave more mature in the opposite situation; they have psychological insight and power over impulses.

1.6 Attitude towards teaching

The word Attitude derived from the Latin word "aptus" is defined within the framework of social psychology "as a subjective or mental preparation for action". Attitude means the individuals' prevailing tendency to respond favorably or unfavorably to an object /person or group of people, institutions or events. Teacher's performance plays a vital role in the process of education that equips people to meet the challenges of the hour. "In the educational system teacher is the dynamic force because, he makes the whole process meaningful and leads to words success. An attitude towards teaching is a state of readiness or pre-disposition to behave in a particular way towards an object, a person or a situation. In other words, they are the ways in which an individual thinks feels and acts. Attitudes are not inborn traits; they are acquired through social interaction. Attitudes are relatively permanent

that is during the course of experience they tend to change." Generally, attitudes are goal-oriented either in positive or negative direction. "It is not enough that if the teachers are highly qualified and aware of all the modern techniques of teaching with a pleasing personality. In addition to all these qualities it is necessary that they should possess positive attitudes towards teaching. **Ahluwalia S.P. (2006)** feels that positive attitude towards teaching plays a significant role in predicting the teaching competence of the prospective teachers. A teacher who has a positive attitude towards one's profession can only bring the desirable change in the students. It is the responsibility of the teacher to use one's class as a well organised group for attitude development to advantage. Success of education system depends on the positive or favourable attitude of post-graduate teachers (**Mishra, 1977**). "A positive favorable attitude makes the teaching work more satisfying (**Devi, 2005; Suja, 2007**) and professionally rewarding for the teacher. A negative, unfavorable attitude makes the teaching task harder, tedious and unpleasant for both the teacher and pupil. Further teachers attitude influences students behaviour also, as students imitate their teachers behaviors. Thus, teacher's positive attitudes help in shaping students attitude in the required desirable direction without much effort (**Barros and Elia, 2008**)." "Attitude is developed over a long period of experience, so it is necessary that teachers are suitably trained. The attitudes developed should be positive, fair, firm and friendly because the relationship between the teacher and the taught is a cooperative relationship. Further a favorable attitude towards teaching is helpful in maintaining a warm relationship with their pupils which in turn results in a better understanding. Development of positive attitudes towards teaching helps in promoting creative potentiality and motivation towards learning in students. The teacher's intellectual attitudes, emotional reactions, various habits and personality affect the students in terms of academic success, personality development.

Morris & Maistro, (2005): Attitude means the individuals' prevailing tendency to respond favorably or unfavorably to an object, persons or group of people, institutions or events.

Wood (2000) believes that attitudes are formed and manifested at the level of three fundamental dimensions; cognitive, affective and behavioral. The cognitive component of attitudes includes perceptions, beliefs and assumptions of the individual facts and events. The affective component describes emotional experiences and emotional responses to various facts and events. Regarding the behavioral component, it shows intentions and

predictions of the way a person can act in relation to a fact or event based on his assumptions and beliefs.

Attitude towards teaching is a broad concept, having several dimensions in its interpretation. One dimension views teaching as a profession, another dimension refers to the actual teaching process in the classroom. A third dimension is linked to the client in the classroom i.e., the pupils. This dimension may regard teaching as the interaction between teacher and pupils. A fourth dimension refers to workload of teachers (**Yaakub, 1990**). For the present study, Attitude towards Teaching is defined as "teacher -pupil rapport and attitude towards college work".

1.6.1 Factors Affecting Attitude towards Teaching

Right teacher who truly cares about his profession can definitely have a productive effect on his students. However, being human a teacher has certain demographic, academic and psychological characteristics which have its own affect on the attitude of the teacher in particular and on his/her personality in general. According to **Zaidi (2015),** the main factors which positively influence the attitude of teachers towards teaching are teacher training programs, age, gender and experience.;

a. **Teacher training programme and attitude towards teaching**: Teacher training programme has a vision to improve the attitude towards teaching of trainee. Several studies have examined the impact of teacher training programme on attitude towards teaching. Researches such as **Verma (1968); Srivastave, 1989 & Yadav, 1992** show its positive impact on attitude. Singh (1988) reported that regular and continuous training improve the attitude of teacher towards teaching profession.

b. **Age of teacher and their attitude towards teaching:** Age of teacher positively influences the favorable professional attitude. **Divya (2014)** found that the teachers whose age was above 30 years were having more positive attitude towards teaching profession than the age group of below 30 years. Moreover, **Sinha (1969**) found younger teachers had more modernized attitude than the older teachers.

c. **Gender and Attitude towards teaching**: Gender has been identified as an important predictor of people's activities and occupations. It has always been a

matter of discussion who among the male or female has more favorable attitude towards teaching. Researchers **like Gupta (2000) and Hussain (2004)** found significant difference in attitude of male and female teachers towards teaching. These studies revealed that female teachers had more favorable and positive attitude towards teaching in comparison to their male counterparts.

d. **Teaching experience and attitude towards teaching**: Experience of teaching plays a great role in the development of favorable attitude towards teaching. Some studies examined the effect of teaching experience on attitude towards teaching.

Teachers' attitudes affect his behavior in the classroom and also influence the behavior of his students. Effective learning on the part of the students can be achieved only when teachers are endowed with positive attitudes towards teaching profession.

Review of literature

Kumar (1995) has done a "A critical study ofthe job satisfaction ofthe primary teachers. The main objective of the study was) to study and compare the job-satisfaction ofthe teachers working in the Bihar private schools and also to compare the job satisfaction among the male and the female teachers. The sample comprised of 793 teachers from 137 schools of Bihar. The data was analysed by using statistical techniques such as percentage and critical ratio. It was found that the percentage of teachers who were satisfied with their job was less than50 percent with respect to all types ofteachers.

Sekar and Renganathan (1995) has conducted a study on "job satisfaction of the graduate teachers in Coimbatore." It analyzed the relationship between sociological factors and job - satisfaction of the graduate teachers in Coimbatore city. For this purpose, they collected a sample of 75 teacher from 12 randomly selected schools in Coimbatore. Out of the 75 teachers, 22 were from aided schools, 30 from government schools and 23 from corporation schools. A questionnaire was used to collect data. Mean, Standard Deviation and Chi-square were used while testing the data.

Devi (2004-5) from Chennai assessed the attitude of B.Ed. trainees towards teaching profession. The sample selected for the study were in total 76 student teachers undergoing the B.Ed. course during the academic year 2003-04, in the Institute of Advanced Study in Education, Chennai. To analyze the data collected 't' test was applied to identify the significance of difference between the mean scores of attitude towards teaching and entrance

examination of B.Ed. trainees. Findings of the study are –" 1 "There is no significant difference in the attitude of the student teachers with undergraduate and postgraduate qualifications towards teaching." 2. "After measuring the attitude scores of the total sample was divided into high, average and low groups. 36% of the total sample had high, 29% had average and 38% had low attitude towards teaching." 3. "There exists a positive and significant relationship between the attitude towards teaching and performance the B.Ed. entrance examination."

Chugtai and Zafar (2006) conceived a thesis to investigate the context and implications of organizational climate. This research used a descriptive survey form. For analysis of the data statistics-mean, S.D, ANOVA were used. Via statistical methods, researchers found that the personal features and two dimensions of organizational justice as a collective were strongly linked to teachers' organizational commitment. Distributive justice and faith were found to be the strongest associations of commitment individually. The dedication was also found to be negatively linked to turnover intentions and to the self-reporting performance indicator.

Nisha (2009) studied the influence of practice teaching on attitude towards teaching of secondary school teacher trainees along with self-concept and emotional adjustment of Kerala state. Variables selected from the study were government and private secondary school teacher trainees, gender and socio-economic status of the student trainees. Sample of the study comprised of 500 trainees from the population of secondary school teacher trainees from different secondary schools from Kerala. They were selected by stratified random sampling technique. Sample was drawn from both urban and rural locales. To identify teacher attitude 'Teacher Attitude Scale' developed by Sreemanunni (1999) was used. It revealed the following findings with respect to attitude towards teaching of teacher trainees –" • "There is no significant difference in the attitude towards teaching profession between male and female teacher trainees with respect to their practice teaching." • "There is no significant difference in the attitude towards teaching profession between secondary school teacher trainees who were trained in government and private schools." • "There is no significant difference among secondary school teacher trainees with different socio-economic status in their attitude towards teaching profession with respect to practice teaching."

Mohapatra and Sharma (2010) examined on a sample of 84 managerial workers the relation between ten dimensions of the organisational environment, six personal qualities and organisational commitment. For the analysis of the results, a descriptive survey method was used. Findings of statistical techniques - regression tests indicate that of seventeen different variables only four emerged as important predictors of the organisational engagement and 61.3 percent of variance in dependent variables is coexplained by these four determinants. Of these, three determinants were part of the organisational environment and one was part of an employee's personal characteristics, i.e. job experience.

Alajmi (2016) discusses the organizational climate as a predictor of employee satisfaction. This research used a descriptive survey form. Statistical methods - t-tests, regression, data analysis was done. Finding showed that "There is a significant positive relationship between the corporate climate and employee satisfaction." · The organizational environment describes 46.7% of the differences in work satisfaction. Leadership and performance assessment are the most significant factor influencing job satisfaction, and together they describe 50,9% of the differences in job satisfaction.

Mittal (2016) explored the impact on organisational environment of the emotional intelligence. This research used a descriptive survey form. Investigators found that core components of the corporate environment, namely the efficiency of leadership, communication, stress management and trust among workers, are closely connected with employees' emotional intelligence capacities and the dimensions of emotional intelligence, namely self-awareness, engagement and resilience and interpersonal relation. 1–12.

Berberoglu (2018) examines the understanding of the organizational environment of health workers and evaluates the hypothesized impacts of the organizational climate on organizational engagement and perceived organizational efficiency. The hypothesis was tested with ANOVA and Linear Regression tests. Results indicate that the organizational environment is strongly associated with organizational engagement and perceived organization. Simple linear regression findings have demonstrated a major organizational environment in the prediction of organizational engagement and perceived organizational success.

Raja & Madhavi (2019) looked at the effect on employee efficiency of the organization's overall organisational environment. The aim of the study was to examine on a sample of 423 the relationship between organizational environment and employee efficiency. A random multi-stage sampling and surveying technique was used to collect data. By using statistical methods, many factors of the organizational environment have been found to affect and motivate employee performance.

Patel & Desai (2021). This study investigates the relationship between access to professional development opportunities and job satisfaction among college teachers. Data was collected through a survey administered to a sample of college teachers, followed by in-depth interviews with a select group of participants. The findings indicate that access to relevant and timely professional development opportunities significantly enhances job satisfaction. Factors such as opportunities for research, teaching workshops, and conference attendance were found to be particularly important in improving teacher morale and motivation.

Kumar & Rao (2022). This comparative study examines the influence of organizational culture on the job satisfaction of college teachers in public and private institutions in India. Data was collected through interviews and surveys with teachers from both sectors. The findings suggest that organizational culture significantly impacts various aspects of job satisfaction, including intrinsic motivation, autonomy, and perceived fairness. Public institutions, characterized by bureaucratic structures, were found to have lower levels of job satisfaction compared to private institutions with more flexible and innovative cultures.

Singh & Sharma (2023). This study investigates the relationship between work-life balance and job satisfaction among college teachers in India. Using a quantitative approach, data was collected through a survey administered to a sample of college teachers across various disciplines. The findings revealed a significant positive correlation between perceived work-life balance and overall job satisfaction. Factors such as flexible work arrangements, supportive supervisors, and access to childcare facilities were found to significantly influence work-life balance and, consequently, job satisfaction.

2.0 Problem to be investigated

- Proposed research entitled **"Organizational climate and Attitude towards teaching profession and Job satisfactionbetween permanent and need basedcollege teachers of**

Ranchi districts" is to study the impact of gender (Male and Female)andplace of residence (Urban and Rural) on Organizational climate, Attitude towards teaching profession and Job satisfactionamong different permanent and need based college teachers.

3.0 Objectives of the investigation and motivation

1. To examine the levels of, Organizational climate Attitude towards teaching profession andJob satisfactionbetween permanentand need basedcollege teachers in respect of gender (Male and Female)andplace of residence (Urban and Rural).
2. To study the significant impact of gender (Male and Female)andplace of residence (Urban and Rural) on Organizational Climate Attitude towards teaching professionandJob satisfaction, among different permanent and need based college teachers.
3. To study the correlation between, Organizational climate Attitude towards teaching professionandJob satisfactionamong different permanentand need based college teachers.

3.1 Motivation of the study

The teaching profession in India holds a unique and significant place in society. But, the teaching profession in India faces numerous challenges, including job satisfaction, organizational climate and their attitude towards teaching looking all such challenges. Contractual college teachers are being less paid and they have the sword of being terminated from the job. This job insecurity has resulted in social and economic imbalance. Regular college teachers in India typically have permanent positions with the college or university, while contractual teachers are hired on a temporary basis for a specific period. This difference in employment status leads to several key distinctions between the two groups. Contractual teachers face uncertainty as their contracts have limited duration, often leading to anxiety and insecurity about future employment. They receive lower salaries and have limited or no access to benefits, leaving them with less financial security. Moreover, they face limited opportunities for career growth, as their temporary status restricts their access to promotions and long-term development. Whereas, according to fundamental right equal remuneration for equal work should apply for contractual teachers as well regular teachers because contractual teachers are found to be equally in all respect with regular teachers.

Above all such disparity gives motivation to study the pathetic condition of contractual college teachers which will also guideline for the authorities and policy makers.

4.0 Research Hypotheses

1. There is no significant difference in the levels of Organizational climate, Attitude towards teaching professionandJob satisfactionofpermanentcollege teachers on account of gender and place of residence.
2. There is significant difference in the levels of Organizational Climate, Attitude towards teaching professionandJob satisfactionof need based college teachers on account of gender and place of residence.
3. There will be significant impact of gender (Male and Female) and place of residence (Urban and Rural) on Organizational climate, Attitude towards teaching professionandJob satisfactionof permanent college teachers.
4. There will be significant impact of gender (Male and Female) and place of residence (Urban and Rural) on Organizational climate, Attitude towards teaching professionandJob satisfaction of need based college teachers.
5. There will be relationship between Organizational climate, Attitude towards teaching professionandJob satisfaction in relation to gender (Male and Female) and place of residence (Urban and Rural) ofpermanentcollege teachers.
6. There will be significant relationship between Organizational climate, Attitude towards teaching professionandJob satisfaction in relation to gender (Male and Female) and place of residence (Urban and Rural) of need based college teachers.

5.0 Research Designand Methodology

5.2 Methodology

5.2.1 Data Collection

Questionnaire: Structured questionnaire will be used to assess Job satisfaction, Organizational climate and Attitude towards teaching profession.

Sampling: The sample for this proposed study consists of 240 college teachers will be chosen on the basis of purposive sampling technique from different colleges of Ranchi.

The factors of stratification are**:**

- Gender =2 (Male and Female)
- Employment Status= 2 (Permanent and Need Based)
- Place of Residence = 2 (Urban and Rural)

The sample will be based on 2 X 2 X 2 multi factorial design; there will be 8 sub-groups. In each sub group 30 cases will be selected to make a total 240 workers.

1. **Location -** The sample for the present research will be permanent and need based college teachers from different institutions located in Ranchi districts.
2. **Size of the sample**- The sample for the present study will consists of 240college teachers.

Table-3:1

Sample Design

Gender →		**Male**		**Female**	
Employment Status →		**Permanent**	**Need Based**	**Permanent**	**Need based**
Placeof Residence	**Urban**	**30**	**30**	**30**	**30**
	Rural	**30**	**30**	**30**	**30**
		60	**60**	**60**	**60**
		120		**120**	
		240			

Variables

Independent variables

1. Gender

2. Employment Status
3. Place of Residence

Dependent variables

1. Organizational Climate

2. Attitude towards Teaching Profession

3.Job Satisfaction

Control variable

1. College teachers of age within 25 to 45 years

Inclusion criteria -

a) Teachers: only working in Constituent colleges
b) Teachers of Science and Arts faculties.
c) Need based teachers appointed since 2017
d) Permanent teachers appointed since 2008

Exclusion criteria

1. Teachers of Engineering Colleges
2. Teachers of Medical Colleges
3. Third gender teachers

Ethical Considerations:

- **Informed consent:**Planning to obtain informed consent from participants before data collection.
- **Confidentiality:** Ensure the confidentiality of participants' data.
- **Ethical guidelines:** Adhere to ethical guidelines for research involving human subjects.

6.0 Sources of data and tools to be used in collection of data

Data required for the present study will be collected from two major sources, such as Primary and Secondary. Major part of the data will be collected through primary source information from

Primary source will be collected from different permanent and need based college teachers of Ranchi districts. Data will be selected for the study, information from Secondary source will be collected from Books, Articles, Reports, newspaper which will provide a variety of information regarding Job Satisfaction, Organizational Climate and Attitude towards Teaching Profession between permanent and need based college Teachers of Ranchi Districts

6.1 Sources of data

1. The sources of data will be from different colleges situated in Ranchi(Jharkhand, India

6.2 Tools to be used in collection of data

1) Personal Data Questionnaire

This questionnaire will be prepared by the researcher for eliciting information about the respondents' name, age, gender, level of education, institute, place of residence, type of appointment (regular or contractual).

2) **TeacherJob Satisfaction Questionnaireby Pramod Kumar and D.N. Mutha (2017)**

This questionnaire is constructed by Kumar and Mutha. The teacher's job satisfaction questionnaire consists 29 highly discriminating Yes / No items. Age range—All types College Teachers.

Area wise Positive / Negative type distribution of items

S. No.	Areas	Nature of items	No. of items	Total No. of items	Total
1	Attitude towards Profession	Positive	1,2,3,4,5	5	6
		Negative	6	1	
2	Attitude towards Working conditions	Positive	7,8,9,10,11,12, 13,14,16	10	10
		Negative	nil	0	
3	Attitude towards Authority	Positive	22,23,24, 25,26,27	6	6
		Negative	nil	0	
4	Attitude towards Institution	Positive	15,18,19,20, 21,28	6	7
		Negative	29	1	
Total					29

Score:

All the items except 6 and 9 are4 positively worded. All these items are given score '1'except for 6 and 9, in this case reverse is applicable. Sum of these values gives the job satisfaction score for the subject. The total score varies from 0 to 29.

Reliability

The test-retest reliability 0.73 has been found to be significant at 0.01 level. Hence the questionnaire is found highly reliable both in terms of its internal consistency and stability of score.

Validity

The face validity of the measure is very high. The content validity is ensured as the items for which there has been 100% agreement among judges regarding their relevance to teacher's job satisfaction area included in the questionnaire.

3) **Organizational climate inventory by Somnath Chattopadhyaya & K.G.Agarwal (2009)**

Organizational Climate Inventory which was prepared by Chattopadhyaya & Agarwal was modified to suit the Organizational Climate of colleges of education.This scale consists of 50 items out of which 11 were negatively worded and 39 were positively worded with five-point scale are Always, Usually, Sometimes, Rarely and Never. For hems which are positively worded, the weightage given is 5, 4, 3, 2 and 1 respectively. For items which are negatively worded, the weightage given is vice a versa.The lowest possible score of an individual is 50 and the highest possible score is 250 on this scale. Age range—20 to 65years

Validity

Validity refers to the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests. In the present study, content and face validity of the Organizational Climate Inventory was established.

Reliability

It refers to the consistency of the tool internally and over a period of time. The reliability of any tool is of the following two types; 1. Internal Consistency Reliability. 2. Test Retest Reliability. Internal Consistency Reliability was determined by Cronbach's Alpha and Split-Half Method. The internal consistency reliability was found to be 0.95 and 0.91 respectively.

Content Validity: To ascertain the face validity and the content validity, the draft version of the Organizational Climate Inventory was given to the experts in the field of education. The operational definition of each variable was included to aid the experts in judging the content

validity. Those items, which were agreed upon by ninety-five percent of the experts were retained and few items were modified in accordance with their suggestions. The content validity of the test was thus established.

Scoring Pattern

The response categories of the five-point scale are Always, Usually, Sometimes, Rarely and Never.

4) Attitude Scale towards teaching professionby Dr. Mrs. Umme Kulsum (2007)

It was prepared by Kulsum which is a standardized scale marketed by National Psychological Corporation, Agra. This scale has 55 items covering 5 dimensions. This scale was used as it was. The positive and negative items were arranged randomly. 1) Academic 2) Administrative 3) Social & Psychological 4) Co-curricular 5) Economic The Attitude Scale towards teaching profession was used as it is by the researcher. Age range-20 years and above.

Reliability

Internal Consistency Reliability was determined by Cronbach's Alpha and Split-Half Method. The internal consistency reliability was found to be 0.92 and 0.85 respectively.

Scoring Pattern

The response categories of the four-point scale are Strongly Agree, Agree, Disagree and Strongly Disagree. Its scoring pattern is as follows: For items which are positively worded, the weight age given is 4, 3, 2 and 1 respectively. For items which are negatively worded, the weight age given is vice a versa. This scale consists of 55 items out of which 30 were negatively worded and 25 were positively worded. The lowest possible score of an individual is 55 and the highest possible score is 220 on this scale.

7.0 Analysis of data

The following statistical technique will be used to analyze the data and examine the hypotheses:

1. **Percentage:** Percentage value will be calculated to find out the level of Job satisfaction, Organizational climate and Attitude towards teaching profession among permanentand need based college teachers.

2. **ANOVA:** ANOVA will be calculated to find out the impact of gender and organization climate on Job satisfaction, Organizational climate and Attitude towards teaching professionpermanentand need basedcollege teachers.
3. **'t' :** t testwill be calculated to know the significance difference of gender and organization climate on Job satisfaction, Organizational climate and Attitude towards teaching professionpermanent and need basedcollege teachers.
4. **Co-efficient of Correlation:** Co-efficient of Correlationwill be determined betweenJob satisfaction, Organizational climate and Attitude towards teaching profession.
5. **Graphical representation** of result will be drawn

8.0 Significance of the study

The present study aims to investigate the job satisfaction, organizational climate, and attitude towards the teaching profession among regular and contractual college teachers. Contractual teachers often face uncertain working conditions, limited job security, and inadequate benefits. This study will highlight the differences in job satisfaction, organizational climate, and attitude towards the teaching profession between regular and contractual teachers, informing policies to address these challenges. Understanding the factors that influence job satisfaction and organizational climate can help educational administrators develop strategies to motivate and retain teachers, ultimately enhancing the quality of education. By examining the organizational climate, this study will provide insights into the work environment and culture of colleges, helping administrators identify areas for improvement to enhance organizational effectiveness. The findings of this study will contribute to the existing literature on teacher job satisfaction, organizational climate, and attitude towards the teaching profession. This will inform educational policymakers and decision-makers to develop evidence-based policies and interventions to improve the teaching profession. This study will add to the empirical research on teacher job satisfaction, organizational climate, and attitude towards the teaching profession, providing a deeper understanding of these constructs in the Indian context. As a researcher an attempt will be made about turning light upon the problem of contractual teachers the relevant and burning issue in today's scenario and its relation to attitude towards the teaching profession.

9.0 **Its relevance to the present-day problem and need of the society**

The study of job satisfaction, organizational climate, and attitude towards the teaching profession among regular and contractual college teachers is highly relevant to present-day problems and societal needs. India is facing a significant shortage of qualified teachers, particularly in rural and disadvantaged areas. Understanding the factors that influence job satisfaction, organizational climate, and attitude towards the teaching profession can help address this shortage and ensure quality education. The increasing trend of contractualization of teaching positions has raised concerns about job security, working conditions, and teacher motivation. This study will provide insights into the experiences of contractual teachers and inform policies to address these concerns. Teacher burnout and mental health have become significant concerns in recent years. By examining the organizational climate and job satisfaction, this study will identify factors that contribute to teacher burnout and provide recommendations to promote teacher well-being. The National Education Policy (NEP) 2020 emphasizes the need for teacher reforms, including the development of a merit-based, performance-driven promotion system. This study will provide valuable insights into the current state of teacher job satisfaction, organizational climate, and attitude towards the teaching profession, informing the implementation of NEP 2020. India's economic growth and development depend on the availability of a skilled and educated workforce. The study of job satisfaction, organizational climate, and attitude towards the teaching profession among college teachers will provide insights into the factors that influence the quality of higher education, ultimately contributing to the societal need for a skilled and educated workforce. The study will also examine the differences in job satisfaction, organizational climate, and attitude towards the teaching profession between regular and contractual teachers, highlighting the inequities in the education system. This will inform policies to address these inequities and promote social justice.

10.0 Contribution to the existing knowledge

This study aims to contribute to the existing knowledge on teacher job satisfaction, organizational climate, and attitude towards the teaching profession in several ways:

1. **Contextualizing Teacher Job Satisfaction and Organizational Climate in Indian Higher Education**

   Existing research on teacher job satisfaction and organizational climate has been largely conducted in Western contexts. This study will provide insights into the experiences of

college teachers in India, contributing to a deeper understanding of the contextual factors that influence teacher job satisfaction and organizational climate.

2. **Comparative Analysis of Regular and Contractual Teachers**

   The study's focus on comparing the job satisfaction, organizational climate, and attitude towards the teaching profession between regular and contractual teachers will provide valuable insights into the differences and similarities between these two groups. This will contribute to a nuanced understanding of the impact of employment status on teacher experiences.

3. **Examining the Interplay between Job Satisfaction, Organizational Climate, and Attitude towards Teaching**

   This study will investigate the relationships between job satisfaction, organizational climate, and attitude towards the teaching profession, providing insights into how these factors interact and influence one another. This will contribute to a more comprehensive understanding of the complex factors that shape teacher experiences.

   By examining the job satisfaction, organizational climate, and attitude towards the teaching profession among regular and contractual college teachers, this study aims to make a significant contribution to the existing knowledge on teacher experiences, ultimately informing the development of policies and initiatives aimed at promoting teacher well-being and enhancing the quality of education.

11.0 Future work

The present research can uncover new questions and avenues for further exploration. This study's findings and methodology can be built upon to explore various research questions and topics in education and organizational behavior. Some potential future research directions include:

1. **Replicating the Study in Different Contexts**

   Replicating this study in different educational institutions, such as schools or universities, or in different cultural contexts, can provide insights findings.

2. **Examining the Impact of Different Independent Variables**

   Future research can investigate the impact of different independent variables, such as:

   - Teacher autonomy and decision-making power
   - Teacher professional development opportunities

- School leadership style and teacher relationships
- Technological integration and digital literacy

3. Investigating the Effects of Job Satisfaction and Organizational Climate on Student Outcomes

Research can explore the relationships between teacher job satisfaction, organizational climate, and student outcomes, such as academic achievement, motivation, and engagement.

4. Comparing the Experiences of Teachers in Different Subject Areas

Future studies can compare the job satisfaction, organizational climate, and attitude towards teaching among teachers of different subject areas, such as mathematics, science, or humanities.

5. Investigating the Relationships between Teacher Well-being and Student Well-being

Studies can explore the connections between teacher well-being, job satisfaction, and student well-being, including mental health, social-emotional learning, and academic resilience.

12.0 Tentative Chaptalization

There will be following five chapters in the research report of the proposed research:

Chapter 1: Introduction

Chapter 2: Review of literature

Chapter 3: Methodology

Chapter 4: Analysis of Data

Chapter 5: Summary and Conclusion

References:

Appendix:

Note: It is tentative structure of synopsis; minor modification may be made depending upon the nature of the data obtained.

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